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THE HALF DAY  
PERPETUAL AND INDUSTRIAL  
UNIVERSAL SCHOOL.

POVERTY, WORK and WANT :

*Patrons and Agents for an ever growing  
enlightenment for every child, every day,  
everywhere.*

A DAILY PAID PREMIUM ON SCHOOLING,

BY

E. H. FARRAR, A. M.,

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# The Half Day Perpetual Industrial and Universal School.

Poverty, Want and Work : Patrons and Agents for giving an ever-growing enlightenment, every day, every where, to every child; a daily paid premium on schooling.

By E. H. FARRAR, A. M., Fairfax, Vt.

In the United States, two hundred millions of dollars gain, above all expense, will be secured annually from the industry stimulated and the economy effected, by giving schooling to all children, for that portion of daily time nothing but schooling can save from daily waste.

Fifteen thousand dollars at least can be saved annually by the daily schooling of 100 pupils, compared with the ordinary methods of boarding schools, if half pay for board and half board at home; and more knowledge and higher branches acquired by the Half Day School.

Rev. J. W. Ward, of Abington, Mass., the only surviving parent of 5 children, 3 of one sex and 2 of the other, instructed them and with their work dispensed with hired help out doors and in. The unfailing result, of industrial education, as seen in all the history of man, was manifested in the fact, that the six individuals came to use the Bible, at their family devotions, in six different languages : and the legislature of Massachusetts sent a committee to Mr. Ward to learn the secret of this success.

A family in the vicinity of Plattsburgh, N. Y., carried on a farm, by the industrial stimulus of a half day school. They employed no help, except in haying and harvesting, and run a dairy of 15 cows. The numerous family of children gained a knowledge of books far superior to the schools. The fact that no man or

woman ever failed to gain a large and distinguishing amount of knowledge, who with labor joined the habit of some daily thorough study, proves that the action of bodily and mental powers should never in any degree be severed by schooling. What "God has" made "together," never can be "put asunder." Man cannot be man, industrially without the stimulus of the brain, by the daily use of books; any more than the brute can do the work of an animal without food. All but a small minority of the race are the victims of a robbery, which in times past has made a larger majority like victims. As schools and other institutions were adopted to give knowledge to the few in other words to withhold it from the many, schooling was no more a product of truth and reason than other forms of oppression in their origin. Chambers' Encyclopædia admitting that the half day school shows book progress out of all proportion to time daily employed in school, and that the child ordinarily is a barbarian in society, in the first admission points to the remedy for the second. The brain of the child is so predominantly his leading and distinguishing organ, and its true and progressive action refers so plainly to the book, to be ever in his hands or in his thoughts, that as food in the stomach, or the circulation of the animal, depends upon its daily supply for its effect, so to be himself and not the barbarian, the child must have what the child has not had: his school books every day. These hundreds of millions of dollars to be saved, now lost, are lost, because children do not work up to their capacity. They do not do any thing like the work in a whole day untaught, with the unteachable brutes without books and daily schools, which they would in a half day through the action of the brain. They are in labor, in thought, and action, reduced in a great measure for practical results to that useless state, which the barbarian shares with the limp idiot; they have not vigor and the powers of their limbs and muscles. Instead of it being true they could do certain amounts and kinds of labor if they would, it is rather true, they could in other conditions of schooling do what they can not in the present. One employer in Manchester, Eng., says in giving one-half day schooling, to 500 pupil workers,



the result of the schooling is money in pocket, after himself paying the large sum it costs; and there are numberless testimonials to the same effect. The business-like action of the brain, caused by daily schooling, stimulates the stomach through the nerves, which connect them both, and not only is the stomach empowered, but food is attracted and assimilated, appropriated, not by the active coarser animal organs, to the exclusion of the industrial and intellectual, as it is in the cases of the unschooled, and the vacation boys and girls of the present partial system; but to the industrial and intellectual organs, empowering them to act and think well and wisely; for which the other unschooled and intermittently schooled lack both will and power. The industrial school leaving to the child as full and perfect a system of labor in one-half of every day as parents and employers have in the same half day which becomes as great an absurdity, when parent and child have both halves of the day for labor, as piling equal sacks of 200 lbs. of salt on the shoulders, both of the father and his 10-year-old boy; this half day school makes universal knowledge and food for all attainable, and vastly improves both.

The barbarian child of Chambers, for want of brain stimulus and development, is hardly more useful in industry than the idiot. Schooling, at present, by withholding the child from labor for the time being, effects the suspension of his industrial functions, and in the vacations for the masses even of American children occupying more time than the schools, the barbarism of untrained, uninstructed intellectual life is added to the habit of inaction the school has imposed. By these features of present schooling the pitiable condition of brain and nervous weakness of idiocy is not realized, but a condition *unproductive* like idiocy wastes half the due earnings of American childhood and youth. If the scenes of an eight and a four years' war were needed to be reproduced to rid the United States of a school system, in all its branches, introduced from the dark old world, as despotism and slavery were, then they or a greater catastrophe must befall: viz, the loss of our liberties.

Hence the question will the true schooling of the child impair or enhance the means, the money, is essential. The English Half Day School grew out of the question of life and death and therefore settles this question of loss and profit. We will discuss the question of the intellect by and by. The old time English aristocracy could allow the little barbarian to escape notice; his father contributed his blood. But when the American market opened up, furnishing the demands of a new world, and improved machinery had been introduced, the child could manipulate machinery, and in present conditions must do it or starve. He was set at it. This was a stage of progress from the previous state of barbarism and the nomadic life of primeval times, requiring only animal conditions for pursuits more animal than intellectual. This progress could not be fulfilled without brain culture, nerve culture, the book and the school. Whatever may be said of over-work, the over work *results* were not secured till they were secured by the school. To silence that plea note, again the uniform result in harmony in thousands of examples with the experience of that manufacturer in Manchester "who saved money by giving 500 of his childish employes 3 hours' schooling a day after paying himself a large sum for their schooling." But this result came through bitter experience, certainly, to childish operatives. Before the Half Day School this higher industrial and mechanical progress was death in the factory. It woke England up, not to those high considerations of intellectual, political, and perfect liberty in our programme, not to education distinctively, for where its other millions of children can live without schools they most ~~any~~ of them do, but it woke England up to the fact that even the higher industrial pursuits of man could not be followed without daily stimulating the child's brain and the child through his brain in school. Whether or not they saw the philosophy, they saw the fact, "in the wizened forms and swollen limbs, summoned from distant points before Parliamentary committees," in testimony of deadly non-intellectual factory life." The daily industrial school is no less the remedy for all the distortions, failures, and poverty of American fam-

ily life, as of English and European factory life. For it is a fact, generally but less minutely known, in all the other more advanced countries of Europe in the same school the same results are realized on a vast scale; and always in this country. •

Well, then, just as these European countries in their most advanced, condensed and mechanically intellectual processes, could not longer make use of the animal without the rational man; could not make daily bread answer, without daily schooling; so the American family must feel want, disappointment hardship, and failure, without the daily school; so too as English zeal was more earnest in schooling the child to be a worker than we have been for his development to the fullness of the measure of the stature of the perfect man in Christ Jesus; so we, they and all Earth are to reach the goal of humanity through an universal, unceasing school; for the omission of the school from his daily life is the omission of one of the processes of his harmonious being; ultimately no less fatal to the harmony of that being, than omission of food or clothing; as the past and present moral and intellectual starving condition of the great family testifies. Hence we are earnest to show, that bread, clothing, prosperity, wealth, must come through the Half Day School, if they are to come in any sufficiency to the masses. But knowledge is power and the equal distribution of knowledge and power give promise of more equal enjoyment of all good things.

Here, then, we come to discuss the educational progress of the two schools, the indolent, intermittent, and the Half Day Industrial and perpetual, in their other and higher relations.

The Divine plan was Industrial schooling, with the discharge of the duties and labors of life. The gymnastic and martial, so largely drawn upon by Paul above all other forms of illustration, was that of the Greeks and Romans, the indolent, and of consequence the lazy, growing out of the hermitage and monasticism of the dark ages, forms the basis of ours.

God's plan has ever been very indirectly in operation, but has never been combined into a school, for the uses designed, viz.:—for all children, like air.

"~~Know~~ him that he will command his children after him," was Abraham's characteristic as the founder of the Divine Kingdom. When this plan failed to be carried out and a King was demanded, the Royal robberies and Royal oppressions, as predicted by Samuel, have been fulfilled, in all the dynasties of Kings. Since that Divine political economy of childhood, political economy has not troubled itself about the child, till the founding of the American colonies. Hence little instructive benefit can be derived from any system for the process of administering schools. All systems have overlooked the fact that the work of the hands is that of routine and habit over and over, and don't tax but invigorates the mental organs to work in the field of thought, memory and books, while the hands hold the plow. The same it was last spring it will be next. The highest purpose of labor is to empower the higher organs. The memory, that don't hold the plow; the imagination. That don't sow the seed; reason and reflection, the powers of analysis and combination, these shall comprehend the glorious things of truth and righteousness, while the hands are occupied with their work the same year after year. It is to the lazy schoolman, copying the heathen maxims not even of war and aggression, that we owe it through our school system that the Franklins, Washingtons, Lincolns, Agassiz's and Humboldts, have come from no schools, mostly; or if they have, have belied all schools by their exceptional industry. To that extent that, all man's faculties agree in capacity, the knowledge gained by them will not widely differ, under any system of schools, which shall not make the mistake that the true basis of knowledge, which is the labor of the hands, is a bar to knowledge. We offer these views of God's plan of schooling the race, by an every-day school of industry, for all the child's powers of body and mind, because we wish to show the authority and the process by which man shall be redeemed from that list of political and intellectual disfranchisements and the personal impoverishment which have ever been found in indolent schooling; excluding the only capable learner, the laboring child, from school.

Read in Harper's Magazine, to be found everywhere, No. for August, 1873, C. L. Brace's statement of the English Factory schools: "That (100,000) one hundred thousand children are in schools there, and that thousands of little white slaves have been redeemed by them from slavery; made healthier, happier, better workers and more profitable to their employers;" that "this reform was one of the most glorious and beneficent ever carried out in Great Britain." Could such statements, whose facts have been uniformly repeated, from near forty years' product of those schools, making hundreds of thousands healthy, happy and prosperous, be poured into thousands of educated American ears without effect, if those ears had not been turned to lead by American Cloister-derived schooling?

To the statement I have made, that thorough and long trial of half day and whole day schools, in a great variety of conditions and locations, but corresponding in case of each kind of school, had resulted in more and better intellectual progress of the half day pupils, in three years, than the whole day pupils made in six years, at one-half the expense for the former, making one hour in one equal 4 in the other and one dollar bring the results of four dollars in the whole time schools: it has been repeatedly replied to me, "I don't believe it." Your good, faithful and Christian leaders, in all measures of schooling, would shrink with fear and trembling from the charge, which lies against them, of enslaving the mind and souls of the race, by this old cloister-born schooling. It is true, the schools have ever been made to enslave the intellect. Legislators, teachers and Christians can enlighten man whenever they employ children in an every-day process, tasking, without excess or deficiency, all their bodily and mental powers. To rob a child of industry, just in the form at home, where God has allotted the child and his work in its fullness; and a process of it in which the parent generally and often other employers shall have perfect control, from beginning to end of such daily process, in the name of education, is like robbing him of his eyes, in the name of humanity. So to rob him of schooling for the purposes of labor, for a day, with-

out unusual cause, is a robbery of his just moral and intellectual claims, like that of deprivation of food and sleep in his rightful demands for these. *There are no schools, no philosophy of schools, formed by those who knew anything of the full and equal development of the whole child.* The disturbance in English factory usage is a modern thing. It would be impossible now to restore slavery at the south; broken, as well in its economy there, as the white slave system was fifty years ago in England. All the upheavals of society have this one explanation, man can not be made to answer the purposes of the time. He knows too much, and can't be prevented from knowing too much, to be made a serviceable slave, drudge, &c., useful victim, as somehow the English little white slave could be no longer. Then the schools, with all their recesses, vacations and improvements, don't enable him to serve himself, or leave him adapted to serve any body else. The truth is, the school system that allowed none of its children more than the crumbs of knowledge and little confidence or power, is no longer master. It can't limit man to bayonet rule in the old world; nor raise him to the government of reason and discipline, in the new. We have, then, raised our standard. It is a school of nature and reason, with all the sanctions of religion. The school is ever to maintain the action of the child's bodily organs, in one-half of the day, according to their powers, and the action of the mental organs, in the other half of the same day, according their powers, each alike. We expect to see a great many noses turned up, of those who have learnt or are learning not to work with their hands. But those good and pious men who have co-operated in every good work, as well as they could without a knowledge or possession of a philosophy of schooling which Chambers' Encyclopedia is not alone in saying is unknown, will co-operate in the Half Day school, always paying more than it costs and finding resources wherever children find the breath of vital air.

To let no child who enjoyed the free use of his bodily powers have schooling, enabled Catholic Rome to hold her long domination of the mind, heart and conscience of the world. So long as laboring

children might spend none of their waste time in school, however much they might daily waste out of school, thrones, standing armies and aristocracies, with all their robberies and impositions, were safe to flourish: so long as the customs, coincident with these institutions, confined pupils in schools, away from industry, and the energies of food acting upon the brain, stimulated by industry, might make right. This double shackle of the intellect, in school and out, broke the moral power of Cromwell, as soon as death broke his personal power. It was too mighty for martyrs, printers, Luthers, Protestants and Christian philosophers; till they fled from the old to the new world, possessing half the natural empowering agencies of both the old continents. Were there with us now, none but the sons and daughters of giants, themselves growing to be giants, this boia-constrictor school of all the mediæval and modern ages would not now be tightening its crushing, fatal folds about the vitality of American institutions. Why this school gave us only slavery and intemperance and other monster evils, and did allow us to gain the elective franchise and its great boons, was because American life for the first two centuries was no more like our present, than resting in a fortress is like fighting an interminable campaign; no more like the present, than hunting a few straggling savages whose faith we have broken; whom we rob and drive from their homes and shoot in their flight: is like maintaining a struggling camp, in the camping-grounds of powerful, treacherous and warlike savage nations. This only incidentally at present on this topic. Still we are feeling only but recently the evils of a school system which has fettered the race. In a day of rational inquiry we shall break its bonds. But we have given it no thought. Wait, if you please, for a brief day over it, and you will be startled by a shock and a succession of them. England can't make cotton without a school of universal application; but a century ago you might as well wonder that the farmer shut up in prison should neglect his crops, as that these hundreds of thousands in England and Europe elsewhere, are exceptions to those unbroken millions of a like condition, who in all European history have been deprived of books. Universal enlightenment requires

universal industry. England's aristocracy, and all aristocracy, is debarred from education, viz: enlightenment, by the absence of industry. But action and freedom for the child's rational impulses in full for which we make claim, would be the direct process to bring aristocracies and all classes to a level of industry and intelligence, by a half day school, for its full freedom and action with instruction would put a stop to the universal school stagnation of the child's brain, by the exhaustion of all his powers. It is like freedom bringing the only remedy for the evils of slavery. The old encyclopedia, the British, calls the old system an unaccountable failure. The younger Chambers calls the half day school an incomparable success. The first condemned the old, by its failure, as compared with the known standards of the child's mind. The last approved the new in comparison with the old. Political liberty in the new world and the necessity of the half day school in the old world are compensation conditions. They are both combined in the judgment, that America was the theatre for his industrial system, as expressed by Froebel.

We are persuaded of the correctness of our theory of the employment of the brain upon books in school, that it is the only reliable and unfailling process to invigorate and inspire the bodily powers of children, for effective and uniform use of implements of industry; especially are we satisfied of the very great invigoration gained by the stomach from the action of the brain upon books in a perpetual school. Before further examination of the dead and soul-dooming current system, which rests in palsy upon the race, we are constrained to insist it is labor robbed of this co-operation of the brain, which has ever been drudgery, irksomeness and torture. This trial and drudgery it was to which nothing but necessity could hold its victims, and from which dishonesty, craft, crime, offered temptations for escape. But the equal action of all the powers makes manual labor a pleasurable sensation. Herein we may get a better view of the brotherhood of man, and see the great school misconception, which has prompted the charge of oppression against the wealthy and the retort of perversity against those to whom knowledge was simply a false school created necessity.



We have now taken a good deal of pains in the reprehension of a school system, which should employ all the point and power of statement called for upon the greatest infatuation and evil that threatens our country, and which has no hold of power or obstacle to its removal, but its blinding habits and delusions; that the claim for a better system should first be presented. We have done this to show that a free government is needed to start a system and philosophy of education; and that we have no such system and philosophy, because we have borrowed ours from those governments whom we condemn for having no true systems and philosophies of administration for any purpose. I prefer to let Cowper speak; the gardener, the horseman, the restless, incomparable poet, and ask my readers whether he would not have cast off the system a hundred years ago, had he possessed the same power and the same light on the true system now furnished by the half-day school.

Cowper could have added touches to the picture in the hazing, murder or slaughter at Cornell, the bloodshed at Princeton and the charge of deadly assault at Dartmouth.

### COWPER'S TIROCINIUM, OR REVIEW OF SCHOOLS.

"From education as its leading cause,  
Our public character its color draws.

\* \* \* \* \*

Would you your son should be a sot or dunce;  
Lascivious, headstrong, or all these at once,  
To prove your ruin, and his own at last?  
Train him in public with a mob of boys,  
Childish in mischief only and in noise;  
Else of a mannish growth and nine in ten,  
In infidelity and lewdness men.

\* \* \* \* \*

The stout, tall captain, whose superior size  
The minor heroes view with envious eyes,  
Becomes their pattern, upon whom they fix  
Their whole attention and ape all his tricks.  
Such youths of spirit, and that spirit, too,

Ye nurseries of our boys, we owe to you,  
 Though from ourselves the mischief more proceeds,  
 For public schools 'tis public folly feeds.

\* \* \* \* \*

To follow foolish precedents and wink  
 With both our eyes, is easier than to think.

\* \* \* \* \*

I blame not those who with what care they can,  
 O'erwatch the numerous and unruly clan;  
 Or if I blame, 'tis only that they dare  
 Promise a work of which they must despair.  
 But ye connive at what ye cannot cure,  
 And evils not to be endured, endure.  
 Our striplings shine, indeed, but with such rays  
 As set the midnight riot in a blaze.  
 Say, Muse (for education made the song,  
 No muse can hesitate or linger long),  
 What causes move us, knowing, as we must,  
 These menageries all fail their trust,  
 To send our sons to scout and scamper there,  
 While colts and puppies cost us so much care?

\* \* \* \* \*

#### But families

Whose chief distinction is their spotless fame,  
 What dream they of, that with so little care  
 They risk their hopes, their dearest treasure there?  
 But fair, altho', and feasible it seem,  
 Depend not much upon your golden dream.  
 Why hire a lodging in a house unknown  
 For one whose tenderest thoughts all hover round your own?  
 Alas, poor boy! the natural effect  
 Of love by absence chilled into respect,  
 What accomplishments at school acquired  
 Brings he to sweeten fruits so undesired?  
 Thou well deservest an alienated son and long complaints  
 Poured into regardless ears.

\* \* \* \* \*

Dismiss their cares when they dismiss their flock,  
 Machines themselves, and governed by a clock.

Such knowledge

Is evidence and reprehension both  
Of the mere school-boy's lean and tardy growth.

\* \* \* \* \*

See volunteers in all the vilest arts,  
Men well-endowed of honorable parts,  
Designed wise by nature, but self-made fools:  
All these, and more like these, were made in schools.  
And if it chance, as sometimes chance it will,  
That, though school-bred, the boy be virtuous still,  
Such rare exceptions, shining in the dark,  
Prove rather than impeach the just remark,  
As here and there a twinkling star descried  
Serves but to show how dark is all beside.  
Thou canst not—nature pulling at thy heart,  
Condemns the unfatherly, imprudent part—  
Thou wouldst not, deaf to Nature's plea,  
Turn him adrift upon a rolling sea,  
And say, go thither, conscious that there lay  
A brood of asps or quicksands in the way?  
Then, only governed by the self-same rule  
Of natural pity, send him not to school.  
Oh, barbarous, wouldst thou  
Pull down the schools,  
Survey our schools and colleges.  
(Forgive the crime) I wish them, I confess,  
Better managed, or encouraged less.  
Were education else so sure to fail,  
Conducted on some manageable scale,  
And schools that have outlived all just esteem  
Exchanged for some *domestic scheme*."

But, he says :

"To give your monstrous project all its force,  
Send him to College."

Further testimony, within twelve or fifteen years, to the quality of the endowed schools, such as Rugby, Eton, &c., in a lecture specially devoted to them by the Rev. Dr. Bond, an English resident of Montreal, to which I listened, revealed the fact more plainly than Americans generally have any conception of, that those brought up to do nothing can learn nothing. While our schools, heretofore

necessarily intermittent for the practice of labor by pupils, have proved insufficient, the tendency growing in this country to lessen labor will, to the extent practised, lead to the result in England, where these young aristocrats did none. He stated it was the exceptional ones who could parse a simple sentence in grammar, solve the simplest problem, read or spell simple words or sentences. The great majority could not. Hence legislation and normal teachers, school boards and town or other systems, the people truly and commonly say, make our schools worse, viz.: on the whole for all; with the mistake that it is the loss of health, energy, with or without these, that make them worse. What do my readers suppose was Dr. Bond's reasons for glorying in such schools? Why, they made English gentlemen. It takes a standing army, an all-overshadowing throne; more than a half score of the worst oppressed agricultural millions, and a population, five-sixths of whom have been said to be suffering rigorous privations or hardships, to make an English gentleman. This process of killing the goose that laid the golden egg gave rise to the half-day school, which has been tried with success, in agriculture and manufactures, more thoroughly and extensively in England than in this country, because her limited insular extent found her less abundant territorial and natural resources exhausted, in pushing manufactures far beyond our example, with the uses of a continent, to enslave negroes bodily and white children mentally. We have mended our example relating to the personal slavery of black, and she in the brain-bondage of her little white factory slaves from interest and duty. God's plan for Abraham, of education, and his extension of it by "Line upon line, precept upon precept, line upon line, precept upon precept; here a little and there a little," like His imperceptible vacationless growths of all things, is found the best plan for making goods, as well as brains. Work in the United States has unwonted terrors. Our intense life is intolerable if spent in real study, efforts at thought or labor of the hands. The philosophy of human existence is such there can be none of this earnest work of half the man, body or brain, without painful and often fatal results. Slaves mental and

manual could exist in old-time stupor; but the motive of Americans to escape from labor, and the experience of those who have escaped from it, into the vortex of any mental excitement, is but the history of deferring a present evil for a future one. "To rise up early and sit up late: for so He giveth His beloved sleep." There are a great many kinds of sleep, but this is the kind we want, the beloved sleep, and we can get it only by work of body, mind and heart, and the brain-worker, the hand-worker and the heart-worker, all these won't do so much, working each in his separate line, as the one intense toiler who carries them all along. Take one thing and stick to it is a much-abused maxim. The school must take all these processes or fail in all. The lungs, heart and all bodily mechanism teach this.

It must be all our humanitarian, educational and moral maxims are settled and true, and mowers, reapers, sewing machines, telegraphs, and railroads, don't lie in these stagnant provinces. "Cast up highways, make the rough places smooth, depress the mountain and raise the valleys," may symbolize the railroad, but the railroad can't symbolize the higher, more glorious things, fulfilled; only not where they are meant by the prophet, and where England and the old world have verified them, in one of the most glorious reforms ever carried out in Great Britain, viz.: industrial half day schooling.

The most damaging fact against school systems, of this war of the members they have ever enforced until body and mind were needed in joint action to weave cotton, makes a crime against them of dimensions too large for woven cotton to make a sufficient mantle. School systems have embodied the despotism of the world, which doomed the laborer unfitted and incapacitated by labor for learning, and then have executed the false decree by driving the laboring child from school. Like the cooper over-driving his hoop, the English factory system burst the bonds that had for centuries enslaved the child's brain. How has the school enslaved the world's brain? This way. Our school dates from an era when laborers who were slaves were not schooled. They were barred around with

impediments like cattle. Labor, the only basis of knowledge, was a badge they wore and which the children of the aristocrat must never wear. Cowper and Dr. Bond, as above quoted, show how the thing operated. I have admitted the hook stimulus of brain and body ; *but without industrial work with tools, the child is reduced far towards the limit of his animal life, and below his intellectual.* In the 10 years from 4 to 14 the world is ruined, and in school, if sent to school. Only *enforce* the practice *every day* of the child's life, and upon all children, of confinement from 9 o'clock till 4, with such recesses as the school has allowed, and intellectuality would be driven from earth ; *enforce* the *half day* school every day and you will do the best thing possible. Remember Cowper and Bond and English schools where it has been tolerably well carried out. This even leaves some natural advantages to the child, broken fragments of the day ; children were out of the way of empty-headed aristocracy. They did not sicken and die if only the larger ones were well caned, the smaller, strapped, boxed and tortured, their blood could be stirred, their digestion promoted and in addition if night were made hideous by the restlessness of the most restless of all created beings, their animal life could be saved, but saved as in fevers, and prostration, by the suspended action of the brain. It is in this way the world's brain has been enslaved. There could be no other schools with the enslaved condition of the world. The school, our school, and slavery were and are inseparable ; we must get rid of the one or take on the other. I admit the child is plastic, perfectly manageable ; into the stupidity, healthy stupidity, if you please, of the old German school and German life, making thorough work of making scholars, who have gone out into the world and forget their letters. In most of its history it is not too much to say nearly all its history, it has been a perfect work, the brain, the man, society, have been enslaved.

If childhood be *lost* in such schooling (it is no word to say *improved*), *these tender ten years of which no one has taken account*, in which, in addition to the world's ruin, there was the other loss of the community's consciousness of ruin, and the old blind leading

the young blind: then a blank must be substituted for every American institution. The delusion has been concealed under the blooming physical life of children, whose minds and souls were blighted; just in proportion as their health was apparently unimpaired. The bright charities of slavery deserve the credit. The home duties and labors of self-support, labor as a parental reward, and filial duty, are, in their discharge, as essential to the school as the sun is in the heavens. There were no homes of industry for an industrious people, when our school captured the child and made him something God never designed. To be ever going to school and never out of it, more frequently than occur the occasions to call him from his home, his table and his bed, is the privilege of every child. It is not true that the mental and moral functions of childhood, which have never had a full and free theatre of every-day action, are to be deprived, as they are now, of such constant studious, rational life. The school life must occupy his whole life. The school lesson and confinement are the only conditions to ameliorate his condition of labor; to occupy his thought, memory and reflections, during the other half-day when labor shall occupy his hands, the school, outside the school house and hours, ripening into his identity, his lessons, the product of mind, growing to be mind within him. It is only because the schools in one case in fifty have not had the effect which they have had in 49 cases out of 50, of preventing legitimate growth of mind, that they have not *in every case* failed to show the comparative mental development laborers always exhibit who mingle study with their daily labor.

The school system belongs to that period when all systems disparaged, oppressed and robbed the masses. In slang phrase, that's what's the matter. It did not prevent the development of man here for the first two centuries of the settlement of this country, as it has elsewhere in all its history; neither did other forms of error and oppression. They were all arrested or thwarted in part. Its present great delusion lies in adopting the old-time estimate of childhood, and manner of treating childhood and youth. Admit England has adopted a system of educating the laboring child and the United States has abolished slavery, did they till they were

compelled to it? The industrial school combines the agencies of the universe, while our present school rejects them. The universe is in one and wanting in the other system, and the American school is on the wanting side, and must remain so till it adopts industry into its school. He is a presumptuous man who says God has not made provision for the daily instruction of the child; who has no other means, made provision to save his life, as Cowper expresses from "Bringing into doubt the wisdom of the skies." It is evident enough the whole problem of life depends upon its enlightenment, development, and these good, easy Christians, who have rejected God's indispensable means of elevating man, viz.: the use of the tools of industry for all children in the aid of family life, might stop all their preaching, to free themselves from the cloister-born school out of which they must be born again.

We have said the half-day school, which embraces the principles and practice by which all who have, *out of school*, escaped from the thralldom of the schools, and have worked; studied and thought through life, up to mental power, derives its strongest argument from such laborers and students *out of school*. Then the hundreds of thousands half-day pupils, in England, Germany, France, Prussia, to some extent, and Switzerland, who have proved this school a uniform success, might awaken those, who are not "dead in trespasses" and schools. We repeat again, one manufacturer in Manchester, England, says, after paying for the schooling of 500 laboring pupils, half-day, they earn enough more to pay the expense and leave a balance to the credit of the school. Edwin Chadwick, the agent of Parliament, makes a statement of a low order of minds, that they made the improvement in four years, requiring seven by the old system, and two acquired the efficiency of three for labor. Dr. Carpenter, after spending 23 years in this half time school work, came here a flame with his convictions, stating better work than the all day worker, and better schooling than the all day scholar, were secured by a single child in one day! that graduates from these schools needed to use books but one hour to make good progress with their daily work. But what God's providences and judgments have always failed to accomplish in awakening school men schooled with indolence he failed to do. Dr. Rigg, of London, after comparing the agricultural laborer of England as about the most depressed of Europe, says they must have the half day school for national education. Earl Russell termed it a universal school. One employer of children says, "while they were exceedingly troubled to get children to work rightly by the old process, now they hardly have to say a word." This smooth and successful operation of the labor part of the system receives uniform testimony, with school results equal and even superior with superior work, the system making one superior to two. Why? Because the



brain was cultivated, to supply electricity, nervous and organic power, operating organically for schooling, and to empower the stomach and every function of the body. These results fill volumes with their uniform details, of thousands of schools, and hundreds of thousands of pupils now extending through near forty years of English history. Their voice, as before stated by C. L. Brace, an American philanthropist, in Harper's Magazine for August, 1873, to be found everywhere, speaks: "One of the most beneficent and glorious reforms ever carried out in Great Britain." The state of Massachusetts issued a report on the half day school for 1877, which would quite or nearly fill my pamphlet, in an earnest spirit, "as engaging attention everywhere and growing in interest from year to year." It is only because the child has been held in mental slavery in school and out and robbed of schooling, mostly; and that only because of that feature of the double daily school.

Electricity will be disseminated over all parts of the body from the brain it books are always used to generate it and bodily action in full practice to empower the stomach and the system to resupply it to the brain. The depressed masses never will be quieted, never should be, till they see this school remove the cloud of despair from their children. The demand for the Half Time School has been found in the political platform of old country people in this country.

I don't want to hear the whole day claimed as necessary for recitations. Fifty good healthy all-working students ever in practice would require a dozen masters to hear recitations and if unbosoming the whole thing double that. It is like handing over the last dollar dime and cent of a beggarly system of industry and walking off with a patch of gold leaf on their shoulders which Gladstone's axe would wear off instead of going away, walking masses of gold themselves. It is the fateful system of an imbecile practice whose course will be run when it ceases to be led; a "Pons asinorum," the bridge and the road making book asses of colts.

As to primary pupils who require unbounded action and home training; and never more daily schooling than they require rest; the public owe a debt of gratitude to Pres. Buckham for the statement at the late state teachers' meeting: that he 'knows more persons fitted to be professors in college than qualified to teach these schools.' The fact that their ripe attainments don't qualify for teaching rudiments condemns them back to the backside of the dark ages of their birth from whence the rule of angel teachers from heaven to the end of time could only make them the grave of the people's intellect for the otherwise due mastery of books.

Then how little reflection leads to the remark about children in the streets the other half of the day. This Half Day School has enabled England to educate more than a million, perhaps two mil-

ions, of her classes who never since the birth of time ran in streets leading to schoolhouses. What of our own five millions of pupils in our school houseless streets, and the remaining eight millions, more than half of whose days have no streets leading to open school houses.

But England is not America. It makes no odds where the child is. he eats, sleeps, works, lives, and studies under the same laws of life and all the well trained say "Our Father" alike.

But the masses are uncultivateable, depraved; true, and bad; but not a thousandth part as depraved as bad as the childhood wasting school system.

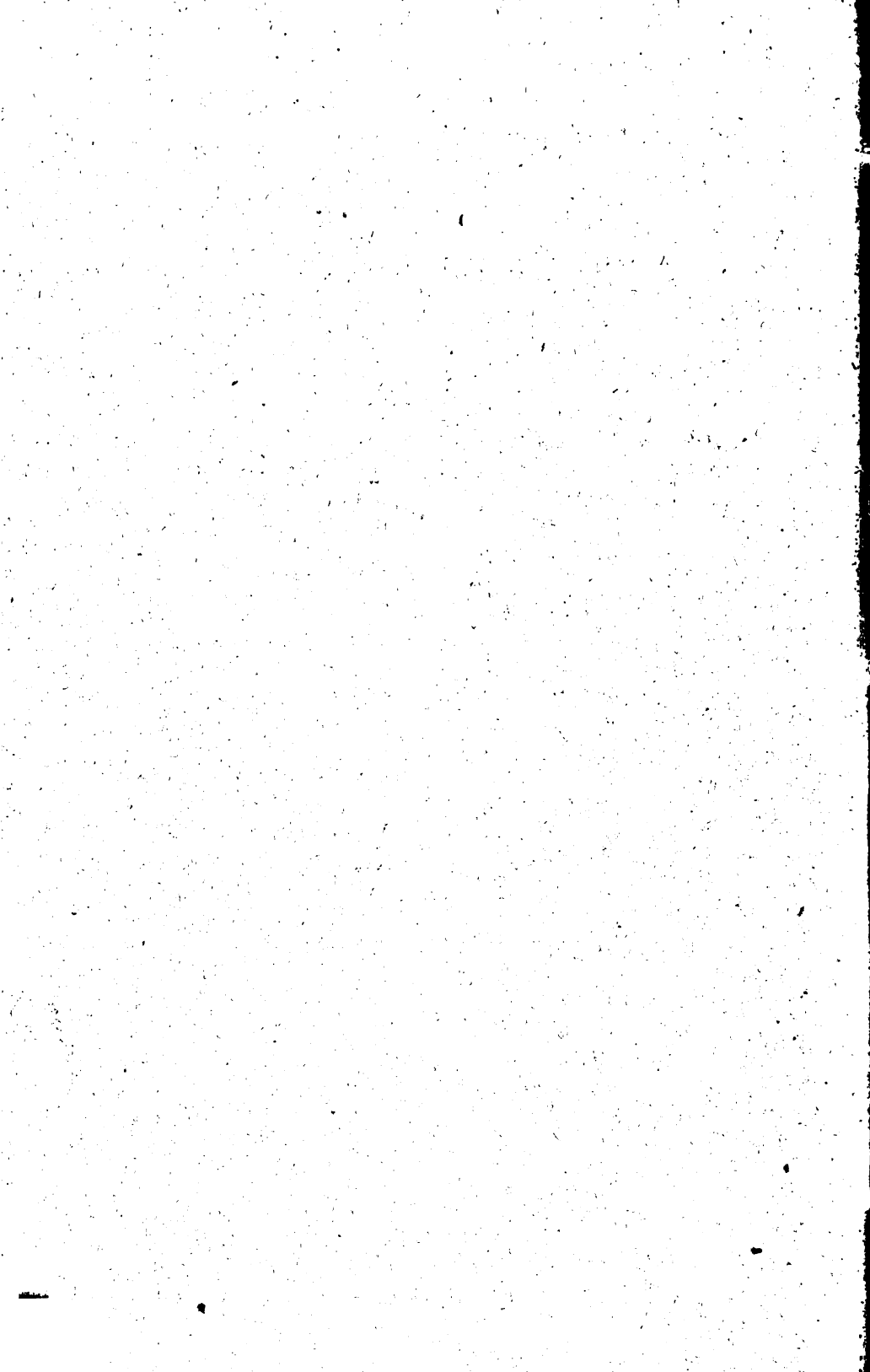
God's Truth and Providence is absolutely dominant and His heart is upon them and this greatest of all systems of mental slavery must give way.

There is no calling superior to the teacher's. There are two utterances on its leading features by an eminent teacher which call here for comment: The first is after his or her implied development in this system of schools which as a former president of U. V. M. said of the college system, made and now makes no provision for physical, certainly not for industrial development; "that the teacher should do nothing but teach." The next was they must be men and women par excellence. In other words look about you and see what has been done for man, and what it has failed to do, and be content with the system. Now I would second the plan with this proviso: the teacher must have no mental occupation, but the mental strain of keeping his hands and body at work. This strain is very light and very important to be observed. This capacity of body for work with the hands pervaded all classes up to about fifty years ago and we must not give it up for teacher and pupil in a half day district school.

To illustrate the difference between the first and the present quarter of the nineteenth century. Ira Bellows, Jacob Collamer and Alvan Stewart were members of U. V. M. in the first quarter and graduates all I think. Bellows bore an honored name in central N. Y. for many years. The P. M. Gen., and the great Anti-Slavery pioneer are known. About Bellows I know he made a kiln of bricks at Fairfax, while a member of College. I know at times the other two visited him at Fairfax. But they did not mob him and drive him from brick kiln work.

But now not as a characteristic of U. V. M., but of the times, one of the financial officials of college in answer to my intimation of work to be found for a part of the students in gardens, fruit and ornamental culture of the extensive grounds of the U. V. M., told me such part of the students would be driven off by the remainder. So let no one claim we have the old ways, or that there is any settled philosophy of schooling but the industrial system.









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